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ABSTRACT

A three-part, 50 minute, library orientation program was designed for freshmen at Mercer County (New Jersey) Community College. The first unit was a 20 minute tour and demonstration of library equipment. The second unit introduced students to the card catalog and the subject organization of books. In the third unit, students learned how to use periodical indexes to locate specific information. A rationale, a list of objectives, specific learning activities, and a posttest were developed for each unit. Learning activities provided a choice of individualized materials--print, visual, audio, or a combination. Librarians, counselors, English teachers, and students evaluated the program, found it successful, and made recommendations for its further use and improvement. (LS)

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AN INDIVIDUALIZED LIBRARY ORIENTATION PROGRAM IN MERCER COUNTY COMMUNITY COLLEGE LIBRARY

CURRICULUM DEVELOPMENT

by

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NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Three units of individualized library orientation programs for the entering students are described. The first unit deals with a general library tour. The second unit is on the use of the card catalog, and the third unit explains how to use various periodical indexes.

A simple test is included in each unit to check whether or not each student understood the unit. An evaluation of the program is also included.

INTRODUCTION

Mercer County Community College is a two-year publicly supported coeducational institution, sponsored by the people of Mercer County, New Jersey, through their Board of Chosen Freeholders. The college was established in 1967 to provide equal educational opportunity for all Mercer County residents by offering them at least two years of study beyond high school. Programs are designed to accommodate the general interests and occupational needs of residents who want to continue or resume their education at the college level.[1]

The library in Mercer County Community College is as distinctive as the college which it serves. The service and operation of the library are determined by the extent and nature of the curriculum, the size of the faculty, staff, and student body, the methods of instruction, the various needs of the college community; and finally, the amount of financial support, including the size of the staff and adequacy of the physical facilities, etc.

In carrying out its responsibility in the academic program effectively, the library performs many activities:

1. It selects and acquires library materials.
2. It prepares these materials for the use of students, faculty, and others who require them.
3. It circulates materials.

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[1]Mercer County Community College, Catalog 1973-75, (Trenton, N.J.: MCCC College Publications & Information Services Office, 1973), p. 2.

4. It gives reference services.

5. It gives instruction in the use of the library.

6. It interpretes library services to the administration, faculty, students, and community.

7. It supplements and continues classroom instruction.

8. It provides adequate and comfortable physical facilities for study.

9. Finally, it administers the total library operations, including budget, the organization and supervision of various library activities, the maintenance of the building and equipment, and the public relations activities.

Among these activities, giving instruction in the use of the library is one of the most important activities for new students, because mastery of library skills is a real necessity for the student who wishes to achieve above-average results quickly and efficiently in his course work at MCCC.

Therefore, the purpose of this paper is to analyze presently known library orientation methods and to design an experimental modular learning program. It will make students interested in the library as well as enable them to know what the library can do for them.

BACKGROUND AND SIGNIFICANCE

Library orientation is one of the many basic services of academic libraries. Various methods of library orientation and the importance of this service have been reported continuously in many library and educational publications since the beginning of academic libraries in this country.

One of the classic examples is Aldrich's excellent article about the library's function in teaching the use of the library to freshmen students.[2] Mews stated in his book entitled, Reader Instruction in College and Universities, that all freshmen students should be trained in the use of the library.[3]

Many outstanding scholars in the library field; such as, Maurice Tauber of Columbia University, Paul Dunkin of Rutgers University, and Virginia Jones of Atlanta University have voiced the need and the significance of library orientation in academic institutions.

Surely, emphasizing library orientation is nothing new, however, some of the methods are new; mainly, due to improved media, technology, and educational concepts. Frequently used media are 8 or 16 mm motion pictures, film cartridges, cassette tapes, videotapes, loop transmissions, printed programmed instruction with teaching machines or scrambled books, various kinds of slides, and sound filmstrips.

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[2]Aldrich, E. V.,"Library's function in Teaching the Use of the Library to Beginning Students.", Library Journal, 60:146-7 February 15, 1935.

[3]Mews, H., Reader Instruction in Colleges and Universities: Teaching the Use of the Library, Hamden, CT.: Shoestring Press, 1972.

Some of the well-known orientation methods are the traditional lecture with or without media presentation, games, programmed instruction, and individualized instruction.

By utilizing available known multi-media methods, the Mercer County College Library staff has been constantly seeking innovative methods to motivate and instruct students in how to use the library since the beginning of the college. In the first few years, our library orientation was a part of the freshman English class. In recent years, a ten-minute videotape presentation was tried as a part of the total fifty minutes of college orientation.

Both methods were satisfactory in terms of attendance. The former method could not cover all of the entering students and the latter contributed very little toward their library skill because of its limited and short presentation.

Therefore, a new individualized instruction has been designed as an effective approach to the orientation problem. This instructional package was designed by the writer of this paper and implemented in the fall semester of 1974 during the college-wide orientation period.

The result was successful. Approximately 1700 entering students participated. The 1700 students and the five counselors, who were in charge of the college-wide orientation, liked the new program very much.

PROCEDURES

As part of the continuous effort to improve the existing library orientation methods, which were described elsewhere in this paper, concerned librarians, counselors, and English teachers met in the early part of May, 1974 and discussed various possible ways of improving library orientation. Five counselors, who were in charge of the college-wide orientation, two English teachers, who taught EG101, and three librarians were in attendance.

The consensus of the group was that students should be oriented within the library to allow them to examine the materials being discussed. The orientation should be done in one fifty minute period.

With these two points in mind, a three-unit individualized orientation program outline was completed just before the fall semester of 1974. It was implemented in September, 1974 as a part of orientation to the college.

In early September, 1974, there was another meeting concerning the new orientation program. It was then decided that the new individualized method would be tried. The library orientation would be conducted by assigned librarians as part of the freshman orientation.

The first unit deals with a general group tour of the library with extensive explanation about major facilities and demonstrations of various learning equipment. The tour requires about twenty minutes. The second unit is on the use of the card catalog. The last unit shows how to use periodical indexes. The remaining thirty minutes can be spent with these two units.

In early December, 1974, the new library orientation method was evaluated through the group nominal process. Thirty-two students were selected including four library technical assistant program students, who had been trained to serve as recorders. The group was devided into four units; each unit had one trained recorder.

Each unit meeting took place in separate rooms for two hours. The results of their opinions were tabulated.

PERSONALIZED INSTRUCTIONAL UNIT NO. 1

INSTRUCTOR'S NAME: YONG SUP (SAM) SIM

INSTITUTION: MERCER COUNTY COMMUNITY COLLEGE

COURSE TITLE: LIBRARY ORIENTATION

TOPIC OF THIS UNIT: INTRODUCING YOUR LIBRARY

TARGET GROUP: FRESHMEN STUDENTS

RATIONALE

As a part of the Learning Resource Center, the library contains 50,000 books, 700 periodicals, 4,000 microfilms, 3,500 phonodiscs, 700 motion pictures, and more than 10,000 non-print tapes. As almost all curricula in the college require some work in the library, mastery of library skills, is a real necessity for the student who wishes to achieve above-average results quickly and efficiently in his course work at MCCC.

Therefore, it is conceivable that all students would benefit by knowing the locations of various library facilities, materials and other basic information about the library; such as, library hours, circulation procedures, and loan periods.

OBJECTIVES

Upon successful completion of this unit, you will be able to:

Cognitive

1. explain the circulation procedures
2. differentiate between circulating and non-circulating materials

Psychomotor

3. locate various library materials
4. use various library facilities
5. check out books
6. operate various types of A-V equipment

Affective

7. appreciate positively the existing library facilities
8. realize how well the library collections are organized to support your learning activities.

LEARNING ACTIVITIES

For large group

1. A group tour of the library with explanation of library facilities including the late night book drop, copy machines, typing room, main circulation desk, A-V circulation desk, film library, and special collections.
2. Demonstration of the use of the 3M reader-printer, microfilm reader, copy machine, cassette tape player, film strip projector, and instructional television.

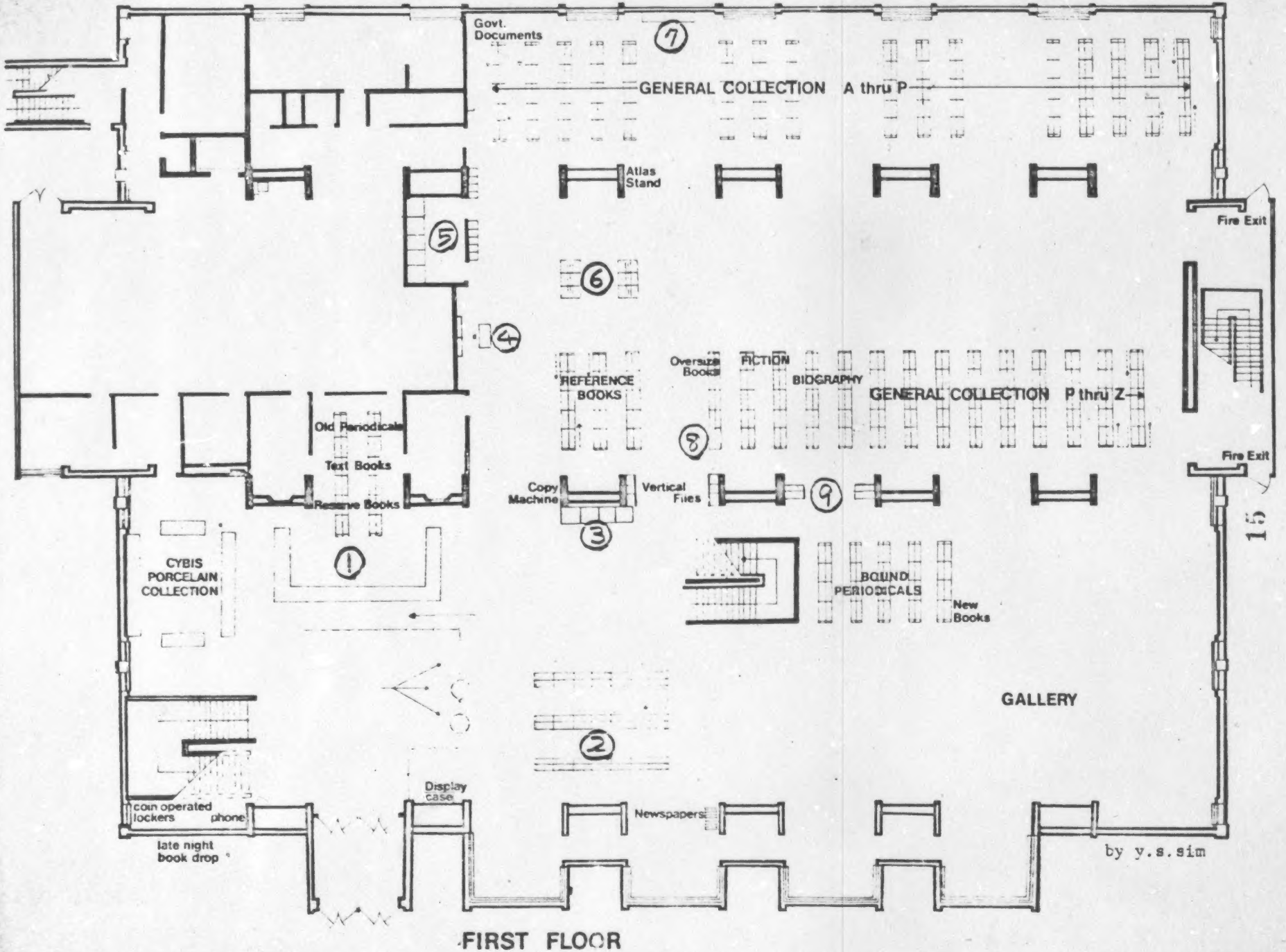
For individuals

1. Look up the library floor plan in the last page of your LIBRARY HANDBOOK.
2. Read circulation information in the LIBRARY HANDBOOK, pp. 1-5. Pay attention to check-out procedures and fines on page 1, and the loan periods on page 3.
3. Read the "non-circulating materials" in the LIBRARY HANDBOOK, pp. 7-9.

POST-TEST

Complete the following sentences:

1. To check out circulating materials, you need an_____.
2. Some of the non-circulating materials are_____,
   _____,_____,_____.
3. There is a _____¢ per page charge in using the Copier machine to copy printed materials. There is a _____¢ per page charge in using the 3M reader-printer to copy from microfilm.
4. The Saturday library hours are from_____am to _____pm.
5. Please identify the following numbers from the attached library floor plan.
   (1) circulation desk
   (2) _____
   (3) _____
   (4) _____
   (5) _____
   (6) _____
   (7) _____
   (8) _____
   (9) _____


Govt. Documents
GENERAL COLLECTION A thru P
Atlas Stand
Fire Exit
REFERENCE BOOKS
Oversize Books
FICTION
BIOGRAPHY
GENERAL COLLECTION P thru Z
Old Periodicals
Text Books
Reserve Books
Fire Exit
Copy Machine
Vertical Files
CYBIS PORCELAIN COLLECTION
BOUND PERIODICALS
New Books
GALLERY
Display case
Newspapers
coin operated lockers
phone
late night book drop
by y.s.sim
15
FIRST FLOOR

ANSWERS TO UNIT ONE

1. I. D. card
2. Reference books, periodicals, reserve books, A.V. materials, test books.
3. 10¢
   5¢
4. from 9:00 am to 2:00 pm
5. (1) circulation desk
   (2) current periodicals
   (3) card catalog
   (4) information desk
   (5) microfilm room
   (6) index tables
   (7) art prints
   (8) college catalog
   (9) phonodisc

PERSONALIZED INSTRUCTIONAL UNIT NO. 2

INSTRUCTOR'S NAME: YONG SUP (SAM) SIM

INSTITUTION: MERCER COUNTY COMMUNITY COLLEGE

COURSE TITLE: LIBRARY ORIENTATION

TOPIC OF THIS UNIT: THE USE OF CARD CATALOG

TARGET GROUP: FRESHMEN STUDENTS

RATIONALE

Originally, the word "catalog" meant a list. Today it means a systematic or methodical arrangement of items in alphabetical or other logical order, with the addition of brief descriptive information; such as, price, size, and color.

The library card catalog is on 3 by 5 cards, printed, typewritten, or mimeographed, with brief information about library materials; such as, call number, author, imprint and collation. The catalog cards are filed alphabetically in trays. The card catalog is the primary index to the library collection to discover or locate materials in the library.

OBJECTIVES

When you complete this unit, you will be able to:

Cognitive

1. identify five elements of a book
2. define author, title, and subject card catalogs
3. describe the MCCC Library classification scheme
4. locate the material you want by using the card catalog

Affective

5. realize the function of the card catalog in the library

LEARNING ACTIVITIES

For individuals

1. Read chapter 5, pp. 58-68, in the Guide to the use of books and libraries by J. K. Gates or,
2. View a sound filmstrip entitled, Card Catalog by McGraw-Hill Book Company or,
3. Read MCCC Library Handbook, pp. 15-19 or,
4. Listen to a cassette tape entitled, Card Catalog, MCCC Library, 1974.

POST-TEST

Please complete the following sentences.

1. Most books are identified by at least five elements.
   Name three.

   _____

   _____

   _____

2. Books can be recorded in the card catalog in three ways.
   Name them.

   _____

   _____

   _____

3. Books are arranged in our library according to a classfication scheme which places all books with same _____ together.

4. The alpha-numerical symbols located at the upper left corner of the catalog card are called the _____, which directs you to the _____ of the book.

ANSWERS TO UNIT 2

1. author, title, publisher, date of publication and place of publication

2. author, title, subject

3. subject

4. call number, location

PERSONALIZED INSTRUCTIONAL UNIT NO. 3
INSTRUCTOR'S NAME: YONG SUP (SAM) SIM
INSTITUTION: MERCER COUNTY COMMUNITY COLLEGE
COURSE TITLE: LIBRARY ORIENTATION
TOPIC OF THIS UNIT: PERIODICAL INDEXES
TARGET GROUP FRESHMEN STUDENTS

RATIONALE

A second major source of information in our library is periodicals. The best way to find periodical articles is to use the periodical indexes. Readers' Guide to Periodical Literature covers general magazines and Social Science and Humanities Index lists articles in more scholary journals.

Nearly every field of study has a corresponding periodical index: Business Periodical Index, Library Literature, Biography Index, Short Story Index, Essay and General Literature Index, and Nursing Literature Index.

OBJECTIVES

Upon satisfactory completion of this unit of study, you will exhibit the ability to:

Cognitive

1. list most periodical indexes the library carries
2. describe three forms of periodicals the library holds
3. explain any entry found in a periodical index

Psychomotor

4. use most periodical indexes
5. locate current periodicals

Affective

6. realize the importance of the periodical indexes
7. appreciate that one of the most important techniques in writing term paper is the use of periodical indexes

LEARNING ACTIVITIES

For individuals

1. Read chapter 9, pp. 96-109, Guide to the use of books and Libraries, by J. K. Gates or,
2. View a sound filmstrip titled, Indexes, (Eye Gate House, Inc., Jamaica, N. Y. 11435), or,
3. View motion picture titled Your Library Is in the Film Library, which is located in LB 221 or,
4. Read MCCC Library Handbook, pp. 29-30.

POST-TEST

1. The library carries more than 10 periodical indexes.

   Name five of them.

   a._____ b._____

   c._____ d._____

   e._____

2. Periodicals may be kept in the Library in three forms.

   Name two of them.

   a._____ b._____

3. The following is a typical entry in the Readers' Guide to Periodical Index. Explain what each item means.

   Big success story, the Hollywood comeback.
   il. U. S. News, 73: 38-40 Ag 28, 72

   Big success story, the Hollywood comeback_____

   il._____

   U. S. News._____

   73:_____

   38-40_____

   Ag 28, 72_____

4. List names of three periodicals with dates that include articles about "Aging"

5. Current issures of Periodicals are located in front of the card catalog and are arranged by _____.

ANSWERS TO THE UNIT THREE

1. a. Readers' Cuide to Periodical Literature
   b. Social Sciences & Humanities Index
   c. Business Periodicals Index
   d. Biography Index
   e. Library Literature
   f. Education Index
   g. Short Story Index
   h. Book Review Index
   i. Applied Science & Technology Index
   j. Essay and General Literature Index
   k. The New York Times Index
2. a. Bound b. Microfilm c. current issue
3. Big success story, the hollywood comeback title of the article
   il. illustration
   U. S. News, name of the magazine
   73: volume 73
   38-40 page numoers
   Ag. 28, 72 August 28, 1972-the date of magazine
4. Answer variable
5. title

THE RESULTS OF THE EVALUATION OF THE PROGRAM

After use in one semester, the orientation program was evaluated by the group of librarians, counselors, English teachers, and 32 students, who took the program. The following are the results of their evaluation of the program.

1. A twenty-minute tour of the library is regarded as a very effective way of introducing the library in general.
2. Since each student learns at different speeds and in different ways, the individualized approach of units 2 and 3 following the group tour is excellent.
3. Should this orientation presentation become a part of OC 101, all entering students are required to take it.
4. A maximum of 25 students can be taken on an effective group tour. Therefore, when a group of 26 or more has to be instructed, the lecture method must be used.
5. Reading materials from other sources should be defined or briefed. The materials should be explained to the readers.
5. The tour and individualized approach to library orientation seems very effective and promising. Students can be oriented in a meaningful way within the library at their own pace. After completing the program, students claim that they leave the library with a new sense of confidence in their ability to use it.

RECOMMENDATIONS

The following recommendations were made to the Dean of Students, The Chair person of the English Department, and the Chair person of Library Services.

1. A fifty-minute library orientation should be included permanently in college-wide Freshmen orientation.
2. Library orientation classes should take no more than 25 students.
3. English instructors should be encouraged to give their own in-depth lecture about the use of the library on their own schedules.
4. Individualized instructional methods with tours should be adopted in teaching all future library orientation classes.
5. Continuing evaluation of this method and explaining new methods of library orientation should be encouraged.

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